

**THE EFFECTIVENESS OF USING MNEMONIC TECHNIQUE IN  
TEACHING VOCABULARY MASTERY AT THE  
FIRST SEMESTER OF THE SEVENTH  
GRADE OF SMP N 2 BARADATU  
IN THE ACADEMIC YEAR  
OF 2019/2020**

**A Thesis**

Submitted as a Partial Fulfilment of the Requirements for S1 Degree

**By :**

**Lisa Marthila  
NPM. 1511040071**

**Study Program: English Education**



**TARBIYAH AND TEACHER TRAINING FACULTY  
RADEN INTAN STATE ISLAMIC UNIVERSITY  
LAMPUNG  
2019**

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**Advisor : Dewi Kurniawati, M.Pd**

**Co – Advisor : Dian Reftyawati, M.Pd**

**TARBIYAH AND TEACHER TRAINING FACULTY  
RADEN INTAN STATE ISLAMIC UNIVERSITY  
LAMPUNG  
2019**

## **ABSTRACT**

### **THE EFFECTIVENESS OF MNEMONIC TECHNIQUE IN TEACHING VOCABULARY TO IMPROVE VOCABULARY MASTERY AT THE FIRST SEMESTER OF SMPN 2 BARADATU IN ACADEMIC YEAR 2019/2020.**

**By**

**Lisa Marthila**

The objective of this research is to know whether there is effectiveness of using mnemonic technique in teaching vocabulary mastery at the first semester of the seventh grade of SMPN 2 Baradatu in academic year of 2019/2020.

In this research, the researcher implemented quantitative research. The researcher used quasi experimental design with pre-test and post-test. The sample was taken from two classes, VII C and VII D consist 32 students in each. The treatments were held 3 meetings, 2 X 45 minutes for each. The population of the research was the seventh grade student at SMPN 2 Baradatu. In collecting the data, the researcher used instrument in form of multiple choice question of vocabulary mastery test. The total item of pre-test and post-test were 50 item for each. After giving pre-test and post-test, the researcher analyzed the data by using SPSS to compute independent sample t-test.

After giving the post-test, then the researcher analyzed the data. From the data analysis, the result can be seen from sig. (2-tailed) of the equal variance assumed in the independent sample test table where the sig. (2-tailed) is 0.004. It is lower than  $\alpha = 0.05$  and it means that  $H_0$  is rejected and  $H_a$  is accepted. Based on the result of data analysis, the researcher concluded that there is a significance effective of using mnemonic technique in teaching vocabulary mastery at the first semester of the seventh grade of SMPN 2 Baradatu in the academic year 2019/2020.

**Key words :** Mnemonic, Vocabulary Mastery, Quasi Experimental Research Design.

## DECLARATION

I hereby certify that this thesis entitled “The Effectiveness of Using Mnemonic Technique In Teaching Vocabulary Mastery at the first Semester of the Seventh Grade of SMP N 3aradatu Way Kanan in the Academic Year of 2019/2020” is completely finish by myself, I fully aware that I have quoted some statements and theories from various sources and they properly acknowledged in the next.

Bandar Lampung, October 2019  
Declared by,



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TECHNIQUE IN TEACHING VOCABULARY MASTERY AT THE FIRST  
SEMESTER OF THE SEVENTH GRADE OF SMP N 2 BARADATU IN  
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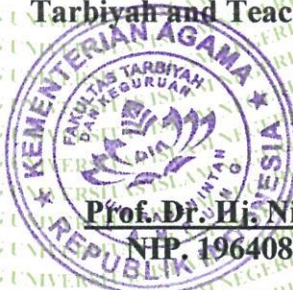
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## MOTTO

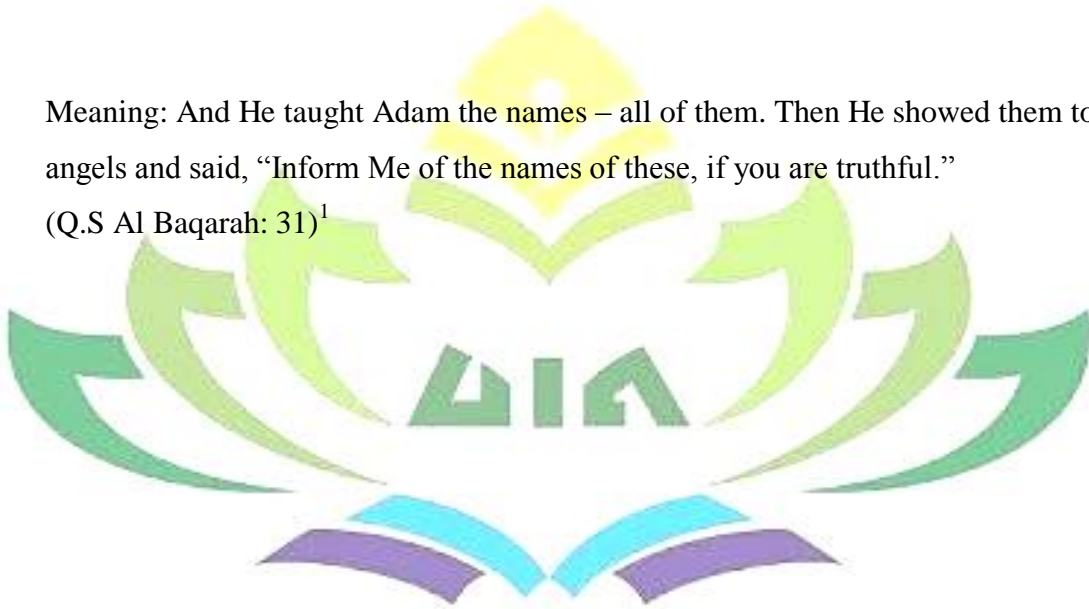
بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ

كُنْتُمْ صَادِقِينَ ﴿٣١﴾

Meaning: And He taught Adam the names – all of them. Then He showed them to the angels and said, “Inform Me of the names of these, if you are truthful.”

(Q.S Al Baqarah: 31)<sup>1</sup>



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<sup>1</sup>Mushaf Al-Firdaus (Tangerang: Al-Fadhilah, 2010) p6

## **DEDICATION**

This thesis is proudly dedicated to:

1. My beloved parents, Mr.Andi Abidin and Mrs.Nuryana who always pray, support, and guide me to be success in my study and my life.
2. My beloved sister, Linda Fitriyani, S.Pd and My beloved brother , Ardi Wira Saputra who always give motivation to me.
3. My beloved Almamater UIN Raden Intan Lampung which has contributed a lot for my development.
4. My beloved friends in UIN Raden Intan Lampung.
5. My beloved great family, PBI A.





## **CURRICULUM VITAE**

The researcher's name is Lisa Marthila. Her nick name is Lisa. She was born in Gedung Batin on March 27, 1997. She is the third child of Mr.Andi Abidin and Mrs.Nuryana. She has one sister whose names is Linda Fitriyani, S.Pd and one brother whose name is Ardi Wira Saputra.

She began her study at Elementary School of SD N 1 Bratayudha Way Kanan and graduated in 2009. After that she continued her study in Junior High School of SMP N 2 Baradatu Way Kanan and graduated in 2012. Then she also continued her study in Senior High School of SMA Utama 2 Bandar Lampung and graduated in 2015. After that she continued her study at Raden Intan State Islamic University (UIN) as a student of English Study Program of Tarbiyah and Teacher Training Faculty.



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In the name of Allah, the almighty, the most beneficent and the most merciful, for blessing me with his mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad SAW , as well as his family and followers. This thesis entitled “The Effectiveness of Using Mnemonic Technique in Teaching Vocabulary Mastery at the First Semester of the Seventh Grade of SMP N 2 Baradatu in the Academic Year of 2019/2020” is submitted as a compulsory fulfillment of the requirements for S1 degree Of English Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University Raden Intan Lampung. When finishing this thesis, the researcher has obtained so much help, assistance, aid, support and many valuable things from various sides. Therefore, the researcher would sincerely thank:

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3. Dewi Kurniawati, M.Pd, as the advisor who has patiently guided for the completion this thesis.



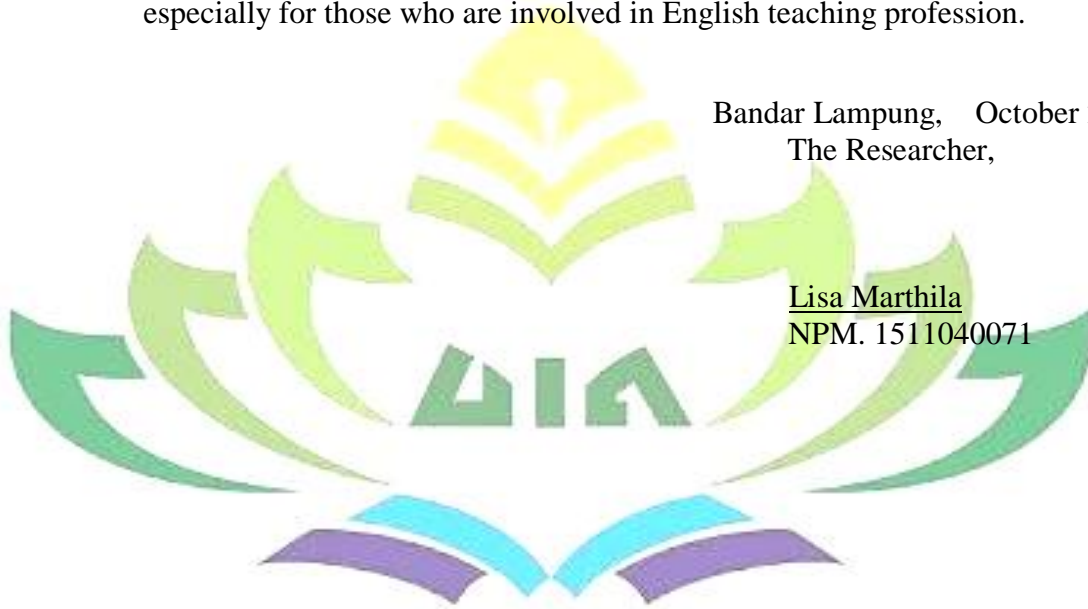
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Finally, it has to be admitted that nobody is perfect and the researcher is fully aware that there are still a lot of weaknesses in this thesis. Therefore, the researcher sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this thesis. Furthermore, The researcher expects that the thesis useful for the researcher particularly and the readers generally, especially for those who are involved in English teaching profession.

Bandar Lampung, October 2019  
The Researcher,

Lisa Marthila  
NPM. 1511040071





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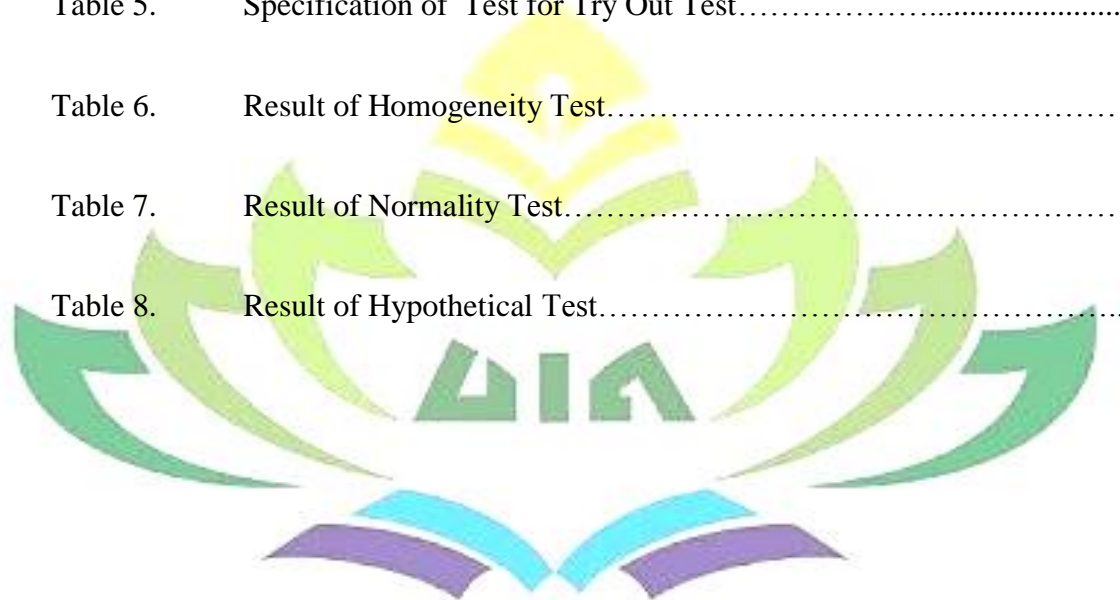


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## CHAPTER 1 INTRODUCTION

### A. Background of the Problem

Vocabulary has big contribution to supporting the succesfull in learning English because without grammar very little thing can be conveyed, without vocabulary nothing can be conveyed.<sup>2</sup> It means that vocabulary is very important part in learning English. Furthermore, for those who have limited vocabulary mastery, they will be difficult in communicating and expressing their thoughts.<sup>3</sup> It means that having many vocabularies make someone able to state and express their idea also understand what other say. Based on the experts' explanation, the researcher concludes that vocabulary is very important part in learning language because its basic unit of language form which is able to state and express student's idea.

The point the students should realize and consider that the students' characteristic and ability are different. Sometime some the students are good in memorizing something but some student are weak in memorizing something. The teacher has to find the best solution to make all the students easily in memorizing the vocabulary that students should be mastered.

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<sup>2</sup>Scott Thornbury, *How to Teach Vocabulary*, (England: Longman, 2002), p.13

<sup>3</sup>McCarthy, M. *Vocabulary* (London: Oxford. Oxford University Press, 2002)



The mastery a vocabulary becomes a complex problem because mastering a vocabulary is a difficult task to do. Some students have problem in learning vocabulary such as difficult in memorizing and sometimes they did not know what the words mean. The lack of vocabulary can be solved by some various methods and strategies that are used by the teacher in presenting the material. The teacher has to find the best solution to make all the students easily in memorizing the vocabulary that studnts should be mastered.

Based on the preliminary research conducted at SMP Negeri 2 Baradatu, by interviewed the teacher and the students. The researcher found the problem that the students were difficult to memorize the meaning of the words. The teacher, Mrs. Hartati, S.Pd said that she used crossword puzzles game in teaching vocabulary but most of the students at the seventh grade had lack in learning vocabulary mastery such as the students felt difficult to learn and also they lost motivation and the students are not interested learning English in the class. The students also difficult in memorizing the words and they forget to bring the dictionary. As the result, they did not understand the material and they were confused.

The students' Average Score of vocabulary mastery Test can be seen in the table below :

**Table 1**  
**The English Vocabulary Score at the Seventh Grade of SMP Negeri 2 Baradatu in the Academic year 2018/2019**

No.	Score	Class				Number of Students	Percentage
		VII A	VII B	VII C	VII D		
1.	$\geq 70$	11	5	10	7	33	25%
2.	$< 70$	22	29	24	27	102	75%
3.	Total	33	33	33	34	135	100%

Source: the data of student's average score of vocabulary of SMP Negeri 2 Baradatu in the academic year of 2018/2019.<sup>4</sup>

From the data in table 1, it can be seen that from one hundred thirty-five students of seventh grade of SMP Negeri 2 Baradatu there are 102 students (75%) who were lower than 70 score. Because the criteria of minimum mastery (KKM) score of English subject at that school is 70. It indicated that most students still face difficulties in vocabulary.

Crossword puzzle is one of technique in teaching vocabulary. The nature of crossword puzzle is a game that makes the teaching-learning process attractive and fun<sup>5</sup>. Moreover, the use of crossword puzzle only emphasizing on remembering definition, spelling, and memorizing words<sup>6</sup>. This situation does not reflect to learner's daily life and this does not provide meaningful contextual teaching learning. Moreover, learner only gets exposed by chunk of words in lexical meaning without the combination of words which is in a sentence.

<sup>4</sup>The data of vocabulary score at the seventh grade of SMP Negeri 2 Baradatu in the Academic year of 2018/2019 (doc)

<sup>5</sup> Njoroge, M.C., Ndung'u, R.W., & Gathigia, M.G. (2013). The Use of Crossword puzzles as a Vocabulary Learning Strategy: A Case of English as a Second Language in Kenyan Secondary Schools. *International Journal of Current Research*, 5(2), 313- 321. Retrieved from

<sup>6</sup> Davis, M.T., Shepherd, B., & Zwiefelhofer, T. (2009). Reviewing for exams: Do Crossword Puzzles Help in the Success of Student Learning?. *The Journal of Effective Teaching*, 9(3), 4- 10.

Moreover, Alizadeh states that for years, crossword puzzle become the technique in teaching vocabulary.<sup>7</sup> It seems that it is not really meaningful since the teaching learning will not reflect the life. In addition, crossword puzzle does not build students schemata which are important in recognizing and acquiring new language<sup>8</sup>. Moreover, crossword puzzle is not suggested for early learner since they will confuse if it is combined with other syntactical rules.<sup>9</sup> Therefore, the class activities should include the activities about recognizing and also implementing the vocabulary. One of the techniques which is able for students to implement the vocabulary is Mnemonic Technique. Word mnemonic itself comes from Greek which means *Mnemosyne*, ancient Greek goddess of memory. It is supported by Amir Yousefi, at his research about mnemonic instruction: *A way to Boost Vocabulary Learning and Recall*. Memory has a key effect on eventual vocabulary and grammar achievement.<sup>10</sup> It can be said that mnemonic technique is a technique which can be used to enhance vocabulary by memorizing the words. Moreover, there are several methods of mnemonic technique, one of which is stories method. Stories method provides

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<sup>7</sup> Alizadeh, Iman. 2016. Vocabulary Teaching Technique: A Review of Common Practice. *International Journal of Research in English Education*. 1(1)

<sup>8</sup> Oktaviyani, E., Setiyadi, B., & Flora, F. Enhancing Schemata-Based Speaking Task to Promote Students' Speaking Performance and Motivation. *UNILA Journal of English Teaching*, 6(8).

<sup>9</sup> Alroe, M. J., & Reinders, H. (2015). The role of translation in vocabulary acquisition: A replication study. *Eurasian Journal of Applied Linguistics*, 1(1), 39-58.

<sup>10</sup> Mohammad Amir yousefi, *Mnemonic Instruction: A Way to Boost Vocabulary Learning and Recall*, (Isfahan: Academy Publisher, 2011), p. 178.



environment for students to recall their memory well and elaborate their old inputs with new input to strengthen the memory.<sup>11</sup>

There are two types of memory storage employed by learner in learning or memorizing new inputs; short-term memory and long-term memory. Short term memory deals with the newest processed information. While, long term memory deals with old information which has unlimited storage capacity, yet, it employs slow speed to categorizing it. Therefore the aim is to allocate the new input from the short term memory to the long term memory.<sup>12</sup> Allocating the new inputs from short term to long term memory and forming a strong bond by defining some elements in the mental lexicon to attach the new lexical item. Mnemonic is a technique which emphasizes strategy which involves students to absorb new inputs and recall the old information by linking them together.<sup>13</sup> It can be said that mnemonic technique is the way to increase memory of students to link new information taught to information they already know also.

There are many studies examine the use of mnemonic technique. Although the principles of mnemonic are usually to enhance students' memory which usually intended to teach or to enhance students' vocabulary mastery, there are several research which implemented the Mnemonic technique in improving students language skills. To illustrate, Siregar implemented the mnemonic technique,

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<sup>11</sup> Korkmaz, Ö., & Mahiroğlu, A. (2007). Beyin, bellek ve öğrenme. Kastamonu Eğitim Dergisi, 15(1), 93-104.

<sup>12</sup>Ibid, p. 179

<sup>13</sup>Ibid, p. 179

especially the stories method to enhance students' reading comprehensibility.<sup>14</sup> The sample taken in the research was the second grade students of junior high school in SMPN 5 Lampung Selatan. He intended to compare the Reciprocal Teaching Technique with the Mnemonics. The result showed that the group which was taught through the Mnemonic had better enhancement than the Reciprocal group.

Moreover, there were same research that conducted by other researcher. Sari had conducted the research on improving the English proficiency of student's elementary school through implementation the mnemonic.<sup>15</sup> The class action research was implemented in order to observe deeply the changing of students' proficiency of English. The sample taken was the fourth grade students of elementary. To gain the data, she applied the test and interview to the teacher and also observation. Moreover, she explained that the class teacher describes that before the implementation Mnemonic, the students were reticent to join the class activity and seems to be individual. After the implementation, the learners seemed to be more attractive and enjoy the activities. In addition, From the tests, the result showed that the students cognitive ability and proficiency in English enhanced.

Furthermore, the research on implementing of mnemonic technique in improving vocabulary mastery was administered. Safa and Hamzavi administered research on implementing the mnemonic technique especially Key words method on

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<sup>14</sup>Agung Restu Batari Siregar. *"Improving Students' Reading Comprehension Achievement through Reciprocal Teaching Technique and Mnemonic Technique In SMPN 5 Natar"*. (Bandar Lampung: Lampung University, 2016)

<sup>15</sup>Ayu Puspita Sari *"Improving Students' English Achievement through Mnemonic for The Fourth Grade Students of SD N 3 Karanganyar in The First Semester of The Academic Year of 2012/2013"*. (Yogyakarta: Yogyakarta State University, 2013)

improving student's vocabulary mastery and the observation on long term retention.<sup>16</sup>

The sample taken was fifty students of fifth grade in primary school. The result showed that the use of key word technique in improving students vocabulary was successfully enhance students understanding. They argued that the results set on the student's efficacy and mental links since they got the targets and visual aid. Another research was implanted on boosting student's vocabulary mastery and recalling the memory.

In short, the use of mnemonic technique is able to enhance students memory in understanding words. Therefore, this research is intended to implement the mnemonic technique especially story method in improving students vocabulary mastery. In short, regarding those previous research, it is implied that the use of mnemonic is able to strengthen the students memory to remember and also enables them to link the new word to their background knowledge as the inductive learning.

Grounded on the explanation from the experts above, the researcher proposed the mnemonic technique to effective students teaching vocabulary mastery in junior high scholl. Therefore, based on the background above, the researcher was interested in conducting the research entitled: "The Effectiveness of Using Mnemonic Techniquein Teaching Vocabulary Mastery at the First Semester of the Seventh Grade of SMP Negeri 2 Baradatuin the Academic Year of 2019/2020."

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<sup>16</sup> Mohammad Ahmadi Safa, Raouf Hamzavi, "The Effect of Mnemonic Key Word Method on Vocabulary Learning and Long Term Retention. *Researchgate*, (2013, No 12, 2-15).



## **B. Identification of the Problem**

Regarding the background given, the researcher identifies the problem as follows:

1. Students' motivation in learning vocabulary was low.
2. The students' vocabulary mastery was low
3. The students were not interested learning English in the class
4. The technique used by teacher does not provide meaningful activities.

## **C. Limitation of the Problem**

In this research, researcher focused on the Effectiveness of Using Mnemonic Technique in Teaching Vocabulary Mastery at the first Semester of the Seventh Grade of SMP Negeri 2 Baradatu in the Academic Year of 2019/2020. The focuses of vocabulary are on the content word which covers the noun, adjective, adverb and verb since the basic mastery of vocabulary was not only know the meaning but also know how to use it properly. In addition, content words are the lexical words which are the basic in learning language. Moreover, Lexical knowledge is central to communicative competence and to the acquisition of a second/foreign language. Therefore, the use of noun, adjective, adverb and verb will connect each other to form the vocabulary mastery.

#### **D. Formulation of the Research**

Based on the background above, the researcher formulated the problem of his research: is there any effectiveness Mnemonic Technique effectiveness for teaching vocabulary mastery in the first semester of the seventh grade of SMP Negeri 2 Baradatu in the academic year of 2019/2020.

#### **E. Objective of the Research**

The objective of the research is to know whether it is effective or not to teach vocabulary using mnemonic technique in teaching vocabulary mastery at the first semester of the seventh grade of SMP Negeri 2 Baradatu in the academic year of 2019/2020.

#### **F. Significance of the Research**

##### **1. Theoretical Contribution**

For theoretical contribution, the result of this research was expected to support the previous theories about effectiveness of using mnemonic technique in teaching vocabulary mastery.

##### **2. Practical Contribution**

For The practical contribution, the result of this research result was expected that the teacher can effective to teaching students' vocabulary, also the students can increase their vocabulary mastery through mnemonic technique. For the next research, researcher used this technique to increase students' vocabulary mastery in different level.

## **G. Scope of the Research**

### **1. Subject of the Research**

The subject of this research was the students at first semester of seventh grade of SMP Negeri 2 Baradatu in the academic year of 2019/2020.

### **2. Object of the Research**

The object of this research was the mnemonic technique and students' vocabulary mastery of seventh grade of SMP Negeri 2 Baradatu.

### **3. Place of Research**

The research was conducted at SMP Negeri 2 Baradatu. Jl. Negri Agung, KM 1 No. 638 Gunung Katun, Baradatu, Way Kanan, Lampung.

### **4. Time of Research**

The research was conducted at the first semester in the academic year of 2019/2020.

## **CHAPTER II LITERATURE REVIEW**

### **A. Frame Theories**

This chapter consists of literature review or some theories that were used to support the research. The theories of vocabulary, types of vocabulary, teaching vocabulary, concept of mnemonic technique, procedure in teaching vocabulary through mnemonic technique, theoretical assumptions and advantages and disadvantages, and also a brief discussion related to technique which is implemented in the experimented class.

#### **1. Teaching English as Foreign Language**

English is broadly known by people all over the world. Some countries use English as their second language in their daily life. On the other hand, there are also countries that use English as their subject in school which means that English is used as a foreign language. According to Punchihetti, they do not use the language as their daily conversation.<sup>17</sup>

In the case of English as a second language, it is used by a mass media such as newspapers, radio and television. Furthermore, a large commercial and industrial organizations also use English. It is to said that social and economic advancement can be seen by the large number of integrated member of that language community.

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<sup>17</sup> Subhaisinie Punchihetti. First, Second, Foreign Language: *How distinctive are they from one another. The European Conferene on Language Learning*. 2013 p. 14



In real life situation, foreign language learners provide a little opportunity of using their English. As Setiyadi states that English is considered s foreign language in Indonesia. Moreover, it is emphasized in school circumstances without regarding the use of it in the society.<sup>18</sup> Furthermore, the students of English as a foreign language have a low comptence of communication. Since they only learn English in the school. Their ability in using the language as a daily communication is lower than people who learn english as a second language. However, students are expected to communicate in English . Then, the teacher has to do teaching optimally at school and give task in order that the students also can learn English out of class or school.

In short, regarding to the explanation above, indonesian people use English as a foreign language in which it is only taught in the school and it does not use a a communication. In addition, it is expected that the students should have the ability or knowledge of English which can be used for communication.

## **2. Vocabulary**

### **a. Concept of Vocabulary**

In communication, one is able to deliver and process the idea because they understand the language spoken by the speaker or they are capable enough to process the linguistics forms. This means that the speaker or listener needs to understand the language forms or the language structure. As it confirmed by Zhang, the importance subject to be taught or learned in language classroom activities is the essential of the

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<sup>18</sup>Bambang Setiyadi . *TEFL 2: Students Modul*. Universitas Terbuka: Indonesia. 2007 p. 20

language rules which govern the syntactical sentence.<sup>19</sup> Therefore the teaching learning activities deals with the grammar and the technique of teaching learning activities is based on drilling and the language pattern. Moreover, some schools in Indonesia emphasizes the objective of teaching learning on grammar input as other aspect such as vocabulary, pronunciation and other skill like listening, writing, speaking and reading are barely touched or exposed to the students.

On the other hand, Thornbury disagreed to this position, he assumes that within the limited of grammar understanding, people are able to deliver and process the ideas.<sup>20</sup> On this position, the usage of grammar is considered not ruling importance point as it has been explained before. To this statement, the function of grammar is to beautify and to make the understanding between the speaker and listener became smoother.

Yet, for those whom assumed to have limited vocabulary size, they are not able to even deliver and process the idea well. Moreover, no matter how well one understands towards the language forms, but within the limited thoughts or vocabulary, a meaningful communication is hind. These explain the importance of vocabulary above the language forms which has been applied in language teaching.

Therefore, vocabulary should be emphasized in teaching learning activities through various types of activities in class Kridalaksana explains that vocabulary covers two aspects; (1) vocabulary covers the language component regarding the use

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<sup>19</sup>Janyun Zhang. *International Education Studies*. Necessity of Grammar Teaching (Vol.2 No.2, pp: 184-185

<sup>20</sup>Scott Thornbury. *How To Teach Vocabulary* (London: Longman, 2002) p:13

and the meaning of the words it self; (2) vocabulary deals with the learners capability of using vocabulary through speaking or writing and the capability of understand vocabulary through reading and listening.<sup>21</sup> Therefore the mastery of vocabulary plays important role in aiding people to be able to comprehend in both active and passive skill.

As it considered important, the language teaching should examine the student's mastery of vocabulary. Moreover, Joklova defines vocabulary as a words or combination of particular words which contains meaning.<sup>22</sup> Therefore if one is not available to understand the vocabulary of certain language, it will be hard for them to obtain the message. Since the vocabulary mastery is dealing with the using the vocabulary in appropriate situation. Moreover, Cindy & Jamer explains that the vocabulary is the set of words sorted in several types. Here are the types of vocabulary.

1. Content Words refers to ;(1) noun is a term addressing to a thing (covering the countable and uncountable noun), (2) predicate denotes to an action or state done by an agent (covering the action verbs, reflexive verbs, auxiliary verbs, modal verbs), (3) Adjective refers to a qualities possessed by things (covering the determiners, demonstrative adjective, possessive adjective, numeral adjective, relative adjective, quantities adjective, and also involving the compound adjective), (4) Adverbs discusses about the additional information about how

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<sup>21</sup>Harimurti Kridalaksana, *Kamus Linguistik* (Jakarta: PT. Gramedia Pustaka, 2008), p.142

<sup>22</sup>Katerina Joklova. *Using Pictures in Teaching Vocabulary*.( Bachelor Thesis of Masaryk University, 2009) p. 14

when and where the action happened (covering the adverb of manner, adverb of time, adverb of place, adverb of frequency and adverb of degree).

2. Function Word refers to the nouns used to shows the meaning of structural relation described as conjunction (covering coordinating conjunction, correlative conjunction, and subordinating conjunction).
3. Substitute Words denotes the noun which represents the replacement of individual thing or specific action.
4. Distributed Words explains about nouns which are used in distributing the phenomenon such as both, either, neither.

To this statement, it is belief that for the absic or beginer learners of English, they need to understand and master the content word asit is the basic vocabulary to produce simple utterance<sup>23</sup>.

In short, based on several authors of linguists view mentioned above, a simple conclusion can be drawn about vocabulary. Vocabulary means that, talking a number of words which is used by people in context in language with the meaning and the mastery of the vocabulary will influence the learner's performance in language activities. In addition, this study emphasized the use of content word of vocabulary type which covers noun, adjective, adverb, and verb. In addition, content words are the lexical words which are the basic in learning language. Moreover, Lexical knowledge is central to communicative competence and to the acquisition of a

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<sup>23</sup>Cindy Chung & James Pennebaker. 2007. *Journal of Social Communication. The Psychological Function of Function Words*. (pp 345)



second/foreign language and a lack of vocabulary knowledge is an obstacle to learning.

#### **b. Concept of Vocabulary Mastery**

One of the language aspects which should be learnt is vocabulary. Whenever people want to do communication and it contains with vocabulary. How will people have a smooth communication if they have no knowledge of vocabulary. So that learning about vocabulary is badly needed when someone wants to acquire the language. Vocabulary is central to the learning of a foreign language. Mastering a huge number of vocabulary will ease the learners to learn the target language.<sup>24</sup> Mastering the vocabularies it self refers to the meaning and the ways to use them in context.

On the other hand, vocabulary mastery refers to a number of words which are known by someone. It is not only a term about knowing or understanding, but also they should be able to produce it appropriately. Moreover, the ability of words understanding also need to be supported by the ability to recognize the word class in order to use it well.

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<sup>24</sup> Hernawati. 2015. *Building up The Studets' English Vocabulary trough Fanny Stories at SMP Negeri 2 Duampanua Kab. Pinrang.* (Vol 1 No 2) pp 217

Based on Achmad, vocabulary mastery is relying on the significance of (a) influencing students to get motivated to engage themselves in teaching learning activities regarding to the collecting and defining new items either students do certain steps such as listing or making maps to use the new words in some interesting way.<sup>25</sup> Therefore the vocabulary mastery is not only about understanding level but also the way how to use and produce it well. Since in learning English, it is not about only understanding what the speakers said to the listener but also the way how the listener react to the speaker's idea.

According to the Maskor and Baharudin, both receptive and productive knowledge provide the genuine way to measure the learners vocabulary knowledge.<sup>26</sup> Receptive knowledge deals with words recognized by language learners in certain text. On the other hand, productive knowledge relies on the use of vocabulary which applied by language learners in both writing and speaking.

However in mastering vocabulary, there are some aspects which students should master. According to Harmer there are four basic elements which learner should acquire. There are word meaning, extended word use, word combination, and word grammar<sup>27</sup>.

## 1. Word meaning

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<sup>25</sup>Syarifudin Achmad. 2013. *Developing English Vocabulary Mastery through Meaningful Learning Approach*. (Vol 5, No 5) pp 79

<sup>26</sup>Zunita Muhammad Maskor & Harun Baharudin. 2016. *International Journal of Academic Research in Business and Social Sciences*. Receptive Vocabulary Knowledge or Productive Vocabulary Knowledge in Writing Skill, Which One Important?. (Vol 6. NO 11) pp 256

<sup>27</sup>Harmer. 2001.

Word meaning deals with the intention of the words in terms of lexical or meaning based on the context. In addition to meaning, there are some aspect which are urged to acquire, such as conotation, denotation, synonym and antonym.

## **2. Extended word use**

The meaning of the word itself is able to twisted or defined based on the agreement of the speaker or the listeners. Moreover, idioms and collocations are included in this aspects.

## **3. Word combination**

There are some words which can appear as a single word and has meaning. However, there re some words which need to be attached with other words to be definable or some single word attached with other words can express other meaning.

## **4. Word grammar**

Word grammar deals with the syntatical rule of the sentence in terms of agrement between the verbs and the subjects. Moreover it also covers noun (countable or countable) , adjective, adverbs, pronouns.

Therefore, in teaching and learning English as a foreign language, one component should be mastered is vocabulary. In learning the four language skills (listening, speaking, reading and writing), vocabulary becomes the basic component

needing to be mastered. Without having sufficient vocabulary, a language learner will not be able to master the language skills.

### c. **Concept of Teaching Vocabulary**

Language is the main tools for people to communicate each other in their daily life. Moreover, the means of language it self lies on the needs of people to build relationship to each other. Crystal explains that the language produced by human is to maintain the idea in sharing thoughts and also expressing feelings and ideas in form of signs or sounds.<sup>28</sup> Therefore the use of language is not only about input and processing without giving the output of the input or responding the ideas. Moreover, the use of language is to have a take-turn situation where one will be able to repond and also utter someting appropriately.

On the other hand, Brown describes that language is more than just a communication tool since it involves the listeners, environments, background knowledge, and process.<sup>29</sup> To stand on this position, in communicating, people needs to understand the situation and the people whom they talk to. This means that when we want to deliver ideas or opinions we need to examine whom and where and when we want to state the ideas. Therefore, it is almost impossible for people to communicate without understanding a language.

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<sup>28</sup>Robert Henry Robins David Crystal. 2019. *Language*. Encyclopaedia Britannica, Inc. Retrieved from <https://www.britannica.com/topic/language> (Juli 04, 2019) p. 20

<sup>29</sup>H. Douglas Brown, *Teaching by principles: an interactive approach to language pedagogy* (San Francisco: Longman, 2001), p. 70



In present days, English is considered as a one of international language which is spoken in most of countries in the world as their first language or second language or even foreign language. Especially in Indonesia, English is considered as the foreign language where Bahasa is the only language spoken in this country as national language. In Indonesia, the English teaching learning activities is usually focus on the implementation of grammar. Moreover, Thornbury explains that without the grammar understanding, people are still available to understand the message conveyed by the speaker or even deliver a message although only a little.<sup>30</sup> Yet, without the vocabulary understanding, people are not available both to understand and also to deliver the message. It shows that the presence of vocabulary in language teaching is very important aspect to teach. Therefore with the size of vocabulary mastery, the students are able to deliver and understand the ideas.

In teaching learning vocabulary in the class, sometimes the teacher find it difficult to explore the method or the activities during the class. Therefore some of the activities in teaching vocabulary lead to boredom for students or the material used by teacher does not support the meaningful activities. Based on Illes & Akcan, most of the language learners do not engage themselves in English speaking community since English is not their native language.<sup>31</sup> Therefore in teaching, the teacher needs to provides the students with a clear instruction and reflect to the students daily life.

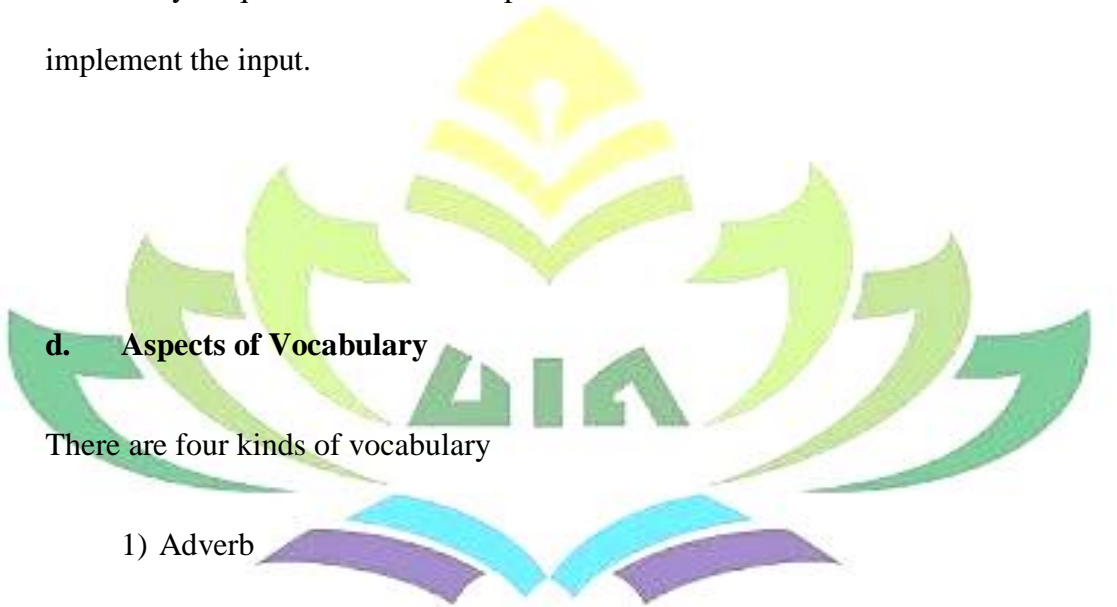
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<sup>30</sup>Thornbury, S.*HowTo Teach Vocabulary*. (London: Longman, 2002) p. 40

<sup>31</sup> Éva Illés Sumru Akcan. 2017.*ELT Journal*. Bringing real-life language use into EFL classrooms. (Vol 71. No 1) p: 3

In other words, the creativity of the teachers plays important role in managing the classroom into interesting activities. Moreover, teaching aims are to enable students to give clear information of giving instructions and providing new language knowledge also influencing students to learn.

The very concept of language teaching activities lies on three fundamental aspects. Richard explains the three basic aspects in language teaching, receiving knowledge, processing in means of repetition and implementing it in daily-life setting.<sup>32</sup> Therefore, the teaching learning process of foreign language, especially vocabulary requires the various processes to invite learners to memorize and implement the input.



#### **d. Aspects of Vocabulary**

There are four kinds of vocabulary

##### **1) Adverb**

Adverb is a word (or group or words) that describes or adds to the meaning of a verb, adjective, another adverb or a whole sentence. Moreover, adverb can be used to explain more information about verbs, adjectives, and other adverbs or even a whole sentence.

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<sup>32</sup> Jack Richard, *Approach and Methods in Language Teaching* (2<sup>nd</sup> ed) (New York: Cambridge University Press, 2001), p. 41

## 2) Adjective

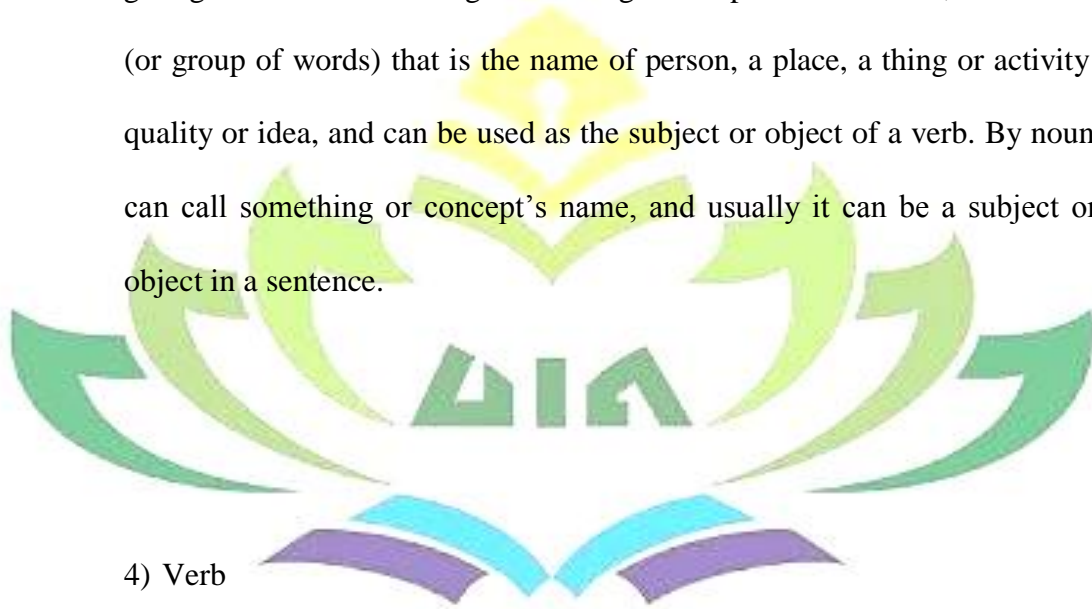
Adjective is modifier that has the grammatical property of comparison. Adjective is a word that gives more information about noun or pronoun, and it can be used before or after noun. Besides, it can be a group of words. Hence, its most usually position is before the noun or pronoun that it modifies, but it fills other positions as well.

## 3) Noun

Noun is one of the most important parts of speech. It is the basic tools for giving names to and talking about things concepts. Furthermore, noun is a word (or group of words) that is the name of person, a place, a thing or activity or a quality or idea, and can be used as the subject or object of a verb. By noun, we can call something or concept's name, and usually it can be a subject or the object in a sentence.

## 4) Verb

Verb is a word ( or group of words) which is used in describing an action, experience or state. Moreover. Verb is the grammatical properties of person and number, properties which require agreement with the subject.



According to Thornbury there are four types of vocabulary (noun, adjective, adverb, and verb).<sup>33</sup>In short, these are the aspect of vocabulary which are important for students to understand and mastered. Since it is the very basic thing to understand and also to produce a simple language.

#### **e. Types of Vocabulary**

In defining and understanding the vocabulary, it is a big need to understand the type of vocabulary. There are four types of vocabularies; content words, function words, substitute words, distributed words, distributed words. The types of vocabulary will be briefly discussed here:

1. Content Words refers to;(1) noun is a term addressing to a thing (covering the countable and uncountable noun), (2) predicate denotes to an action or state done by an agent (covering the action verbs, reflexive verbs, auxiliary verbs, modal verbs), (3) Adjective refers to a qualities possessed by things (covering the determiners, demonstrative adjective, possessive adjective, numeral adjective, relative adjective, quantities adjective, and also involving the compound adjective), (4) Adverbs discusses about the additional information about how when and where the action happened (covering the adverb of manner, adverb of time, adverb of place, adverb of frequency and adverb of degree).

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<sup>33</sup> Scott Thornbury. *How To Teach Vocabulary*. (London: Longman, 2002) p.40



2. Function Words refer to the nouns used to shows the meaning of structural relation described as conjunction (covering coordinating conjunction, correlative conjunction, and subordinating conjunction).
3. Substitute Words denotes the noun which represents the replacement of individual thing or specific action
4. Distributed Words explains about nouns which are used in distributing the phenomenon such as both, either, neither.

Based on Verghese, there are four types of vocabulary (content words, function words, substitute words, distributed words).<sup>34</sup>In short, form those explanations towards the types of vocabulary, the types of vocabulary which will be implemented during for research is content words which covers the noun, adjective, adverbs and verbs. With the consideration the level of student's proficiency of English and the very fundamental concept vocabulary to convey opinions, ideas or message, the content words has covered the basic thing in communicating the ideas.

### **3. Mnemonic Technique**

#### **a. Concept of Mnemonic Technique**

The fundamental Mnemonic is a certain term which its origin comes from Ancient Greek mythology, Mnemosyne, an ancient Greek Goddess of memory. In addition, the ancient Greeks had effectively recognized two different types of

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<sup>34</sup>C. paul Verghese. 2007. *Teaching English as Second Language*. Sterling Publisher Private Limited: New Delwi (Retrieved from <https://is.gd/jbAZad>) 5/7/2019 p. 23

memory, one that was inborn and “natural” and another that was “artificial” and prepared by means of mnemonic techniques. Memorizing plays an important role in mastery vocabulary. Moreover, there are two types of memory; the short-term memory which contains limited items or size or memory which is being processed and long-term memory which has large capacity in storing the memory but it is relatively slow. Moreover, the aim in memorizing the vocabulary is to transfer the information from short-term memory to the long-term memory device as explained by Schmitt.<sup>35</sup> Therefore, the students get easier to memorize and also to recall the memory of the last material or even from the very first material when they learn. The concept of long-term memory sometimes comes to a multi-meaning since it will lead to the understanding stage.

However, the concept of memorizing vocabulary should be represented as the subway system. Aitchinson believes that the process of storing information in our brain is always linked by indistinctive ways.<sup>36</sup> Moreover, the important method to transfer vocabulary mastery from the short term to the long term memory and produce a strong connection by finding mental lexical elements to the new lexical items.

Deriving from the memorizing concept and linking concept, mnemonics is emphasizing on linking the new information or vocabulary with the old memory or

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<sup>35</sup> Schmitt, N. *Vocabulary in Language Teaching*. (Cambridge: Cambridge University Press, 2000). Pp.21

<sup>36</sup> Aitchison, J. *Words in the Mind: An Introduction to the Mental Lexicon* (3rd Ed.). (Blackwell Publishers: Great Britain, 2002). Pp.12

vocabulary of the students. Moreover, Solso explains the mnemonic as a device or technique which involves the verbal or visual nature to aid the input and improve the storage of new information and recall material.<sup>37</sup> The way how mnemonic works, as it has been explained, in linking to the sounds which refers to the target language which is called by an acoustic link or imaging through the visual aid to be argued to have more meaningful communication.

Burning describes the fifteen types of mnemonic techniques which were discussed briefly below:

1) The Peg Method

The peg method relates the two unrelated items easily and eases the learners to memorize the two items. There are two items which act as pegs and the target words. This method enhances students to get used to with the sounds or rhyme. Usually, the pegs or the hooks are no longer or even harder to pronounce than the target words. Moreover, during this method there are two stages;

(1) The first stage, students are required to remember 10 rhyme-pairs (*one – run* or *two – blue* or *eight – said*) the first stage is intended to introduce students with the rhyme or sounds and try to linking with the pegs and the target language in a sentence.

(2) The second stage, the students are asked to visualize the words and to link the target words with the hooks. Putnam explains that the use of target words

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<sup>37</sup>Solso, Robert & MacLin, M & Maclin, Otto. *Cognitive Psychology*. (Boston: Allyn and Bacon, 2005). pp. 20

should be integrated with the picture to make it easier. For example, if the target words is *exploration* the peg can be *John*. After the meaning (the target words) is defined to the students, they can form a complete sentence with the help of the picture to enhance their knowledge.<sup>38</sup>.

## 2) The Keyword Method

In Amiryouseffi & Ketabi, Husltijn describes three stages in applying this method.<sup>39</sup> (1) at first, the mother language which have similar acoustic sound to a target language keywords.(2) the second stage, the learners are required to make a link between the key-words and the target words.

## 3) The Loci Method

This method is the oldest method in mnemonic devices or mnemonic technique. Mirhassani and Eghtesadedi explain that he learners, in this method, need to visualize the target situation to their background knowledge.<sup>40</sup> Each student may have different place to be imagined and they will have different things to come up with.

## 4) The Link Method

This method requires students to make a link between one into another thing to make it easy to remember. yet, the basic thing to link is the most familiar thing which is the learners know both the L1 and the target words. For example, if the

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<sup>38</sup>Adam L. Putnam. *American Psychological Association*. Mnemonics in Education: Current Research and Applications. (2015, Vol 1. No 2) pp 131

<sup>39</sup>M. Amiryousefi. *Mnemonic Instruction: A Way to Boost Vocabulary Learning and Recall*. Journal of Language Teaching and Research, (Vol. 2, No. 1, pp. 178-182, 2011

<sup>40</sup>Mirhassani, S.A. & Eghtesadei, A.R. *Improving vocabulary learning through mnemonic devices*. (ILI Language Teaching Journal, 2007, 3(2), 91-98)

student are asked to learn the word *laboratory jacket, goggles, gloves, notebook*. The words needed to know by the students is, *Chemistry Class Project* so they will link every word which is connected to the words.

#### 5) Stories

Putnam explains that in remembering something, it is available to put them in one stories to get easy to remember.<sup>41</sup> For example, if the teacher wants to teach about *hat, run, fat, bird, green, grandfather*. The learners are required to make a story about those words.

*I see a man with very tall hat, I call him and he runs away, but then bumps into a large, fat bird, sitting on the village green. My grandfather appears out of thin air and grabs him for me.*

#### 6) Acrostic

According to Bakken and Simpson, acrostic is a sentence mnemonic developed to help learners to retrieve letter represent something which the learners need to remember.<sup>42</sup> The sentence used to learn should be easy to understand and and reflect to students' daily activity. The example is that the acrostics of "*jangan Febi makan apel Medan, Juned juluki Agus seperti aktor telenovela desa*" can be used to help students remember the order of months in a year.

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<sup>41</sup>Adam L. Putnam. *American Psychological Association*. Mnemonics in Education: Current Research and Applications. (2015, Vol 1. No 2) pp 131

<sup>42</sup> Bakken, J. P and Cynthia G. Simpson. *Mnemonic Strategies: Success for the Young-Adult Learner*. *The Journal of Human Resource and Adult Learning* (Vol. 7, Num. 2, pp. 79- 85., 2011.)



## 7) Acronym

Based on Bakken and Simpson an acronym is a word that is developed from the first letter of words that are to be remembered. For example, if we would like to remember the coordinating conjunction such as *For, And, Nor, But, Or, Yet, So*, we can use FANBOYS which represents each word.

## 8) Rhyme

Based on Shaeffer, a rhyme that is a musical sound which helps students to help students to recognize the meaning or the tempo.<sup>43</sup> The rhyme techniques would be better if it can be sung as a song.

## 9) Elaboration

Based on Shaeffer, elaborations is the type that highlights the important feature of word.<sup>44</sup> It is highly implemented to those who find it difficult to differentiate the spelling of “principle” and “principal” by depicting a school principal as a “pal”.

## 10) Spatial Grouping

Forming pattern is employed in this types of mnemonics. Based on Amirusefi, patterns will help students to recall the words which they have recognized.<sup>45</sup>

## 11) Finger Method

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<sup>43</sup>Janet S. Shaeffer, J. S. *Using Mnemonic Strategies to Teach Letter-Name and Letter-Sound Associations*. Education Department Masters Theses. (Chadron State University 2011) pp40

<sup>44</sup>Ibid p.35

<sup>45</sup>M. Amirusefi. *Mnemonic Instruction: A Way to Boost Vocabulary Learning and Recall*. Journal of Language Teaching and Research, (Vol. 2, No. 1, pp. 178-182, 2011)

According to Amiryousefi, the this method is a kind of students make association in each word to another word with their finger.<sup>46</sup> The suitable words deal with numbers, days, month and year.

#### 12) Pictures

Based on Amiryousefi, picture gives great help to the students in recognizing the meaning or defining the information of the area.<sup>47</sup> The use of pictures do not only aid students' visual but also motivate students to be interested in learning the new material.

#### 13) Imaginery

According to Amiryousefi, students visualize the picture or a scene which is associated with the words which will be learnt.<sup>48</sup> The visualization of a picture will enable students to connect the word with the mental image "A scientist is using special drills for oil exploration" by relating it to the picture of a scientist.

#### 14) Semantic Organization

According to Amiryousefi, materials that are organized are easier to keep in, will enhance their recall and it can be a long-term memory.<sup>49</sup> For example, if the target words is car, plane, motorcycle, apple, pineapple, mango. These words

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<sup>46</sup>Ibid, p. 180

<sup>47</sup>Ibid, p.180

<sup>48</sup>Ibid, p.180

<sup>49</sup>Ibid, p.180

are organized into transportation is for car, plane, motorcycle and fruit is for apple, pineapple, mango.

#### 15) Physical Response Method

Based on Amiryousefi, the method allows the learners or the users to move their body in certain way.<sup>50</sup> The use of the movement is to ease the user to recall the memory which denotes the things to get done. The example of the method is: if the target word is tiptoe, the students can raise their tiptoe and move across the room.

In short, during this research, this study implemented the stories method of mnemonic technique. Deriving from the explanation above, the learners are not only will try to remember but also understand the meaning of the target words and also they know how to use the target words since the students will make a story using the target words.

#### **b. Principle of Mnemonic**

There are five principles in applying any kind of technique of mnemonics.

1. Meaningfulness refers to the situation or the background knowledge of the learners and the material which will be learnt by the students. In this case the teacher need to know the very basic background of the students and the

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<sup>50</sup>Ibid, p.180

reason of the material being taught to have a connection and the students are able to understand the material in meaningful way.

2. Organization denotes to the class activities. There are should be a lot of activities in the class. Therefore, those activities should be connected rationally one into each other in order to make the activities run well.
3. Association concerns with the link which will be implemented during the class room activity. The link here is talking about the connection between the target words which will be studied and the basic words or the peg or the words or the L1 words which will be acted as the guide of the whole material.
4. Visualization plays important role in applying the mnemonic. Since the very fundamental of the activity is imaging the situation or the condition. On the other words, Visualization is the central harmonic of this technique. Therefore, the teacher should be careful on the visualization step.
5. Attention and Interest are the purpose in implementing the mnemonic. Since this technique will invite students to use their own imagination and their experience, it will enhance students' attention and interest.

Based on Higbee, he explains that in applying the mnemonics technique, there are five principles employed to assure that the procedure will run well.<sup>51</sup>

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<sup>51</sup>Higbee, Kenneth. *Your Memory: How It Works and How to Improve It*. (New Jersey: PRENTICE-HALL, INC, 1977). P.2

### c. Procedure in Teaching Vocabulary through Mnemonic Technique

Implementing the mnemonic in language teaching classroom invites students' activities in linking the things and makes a story after it. Seeing this case, it is important to understand the principles of mnemonic to adapt them in language classroom activity.

Therefore the procedure of teaching-learning activity adapted from the mnemonic principle and also derived from Solso in Kayaalti is discussed briefly below, in this case the teacher will teach the content words (noun, verb, adjective, and adverb):<sup>52</sup>

1. Teacher gives picture to the students and ask them to imagine the nouns and the adjective of towards the picture.
2. Students translate the noun and the adjective. Also Teacher examine what words which have not been translated to be the target learning.
3. Teacher helps students to translate by using picture
4. Students have 2 minutes to memorize the words
5. Students to write a simple sentence using the noun and adjective which have been written. ( in this step teacher assess students' proficiency in using both of action verb and be verb)
6. Teacher give indirect feed back to each incorrect sentence.
7. Students fix the incorrect sentence with teacher' help

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<sup>52</sup>Kayaalti, Mahmut. 2018.Mnemonic Technique - An Effective Vocabulary Teaching Method to Plurilingual Students. *Modern Journal of Language Teaching Methods (MJLTM)*. p388-400



8. Teacher explains the adverb of manner and frequency, and gives examples of them.
9. Students add appropriate either adverb of manner or frequency in their own sentence.
10. Students write the story about the target words.

This is the teaching-learning activities using the mnemonic technique especially the stories method. The students will be required to imagine and make a link between the pugs to the target words. At in the end of the research, the students are intended to be able to know the meaning and also know how to use the target words well. In addition to the teaching-learning procedure, there are three themes which will be discussed. They are Bedroom, Bathroom and Classroom. Regarding the target of mastering the vocabulary, it is hoped that the learners acquire at least 10 new vocabulary and they do not only know the meaning but also know the way how they use it.

#### **d. Advantages and Disadvantages of Implementing Mnemonic in Teaching Vocabulary**

Every method implemented in the class has the advantages and disadvantages towards the teaching-learning activities. Here are the advantages and disadvantages of the implementation of mnemonic technique, especially the stories method. Amiryousefi and Ketabi elaborate the advantages and disadvantages as explained below.

##### **1. Advantages of Stories Method from Mnemonic**

- Students are able to imagine the target words.
- Students are able to understand the meaning of the target words and also use it well.
- The teaching learning activities are more interactive and meaningful because the students will use their own experience.
- This technique enables students to activate their subconscious learning.

## **2. Disadvantages of Stories Method from Mnemonic**

- The teaching learning activities takes more time.
- The teachers should be sensitive of students' ability because the students will be active enough to run the activity.
- Teachers should be creative in enhancing students' imagination.
- The class needs at least one dictionary for pairs of students.<sup>53</sup>

In short, regarding to the advantages and the disadvantages of implementing the Mnemonic technique in teaching vocabulary, it is concluded that it is able to improve the students vocabulary mastery and improve students retention in memorizing and also enables students to use the vocabulary properly.

## **4. Crossword Puzzle (Technique Used in Controll Class)**

This sub-chapter discusses about the technique which has been implemented by the class teacher in teaching vocab in the class.

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<sup>53</sup> Amiryousefi, Mohammad & Ketabi, Saeed. 2011. *Journal of Language Teaching and Research*. Mnemonic Instruction: A Way to Boost Vocabulary Learning and Recall. 2. 178-182

### **a. Concept of Crossword Puzzle**

Njoroge, Ndung'u and Ganthigia defines that the crossword puzzle is a game that makes the teaching-learning process attractive and fun.<sup>54</sup> The students will face the challenge in doing the crossword puzzle. It motivates the students to solve the puzzle. By making the atmosphere of the teaching learning process becomes relaxes, it will make the students following the proccess smoothly. Since this is kind of game, there is no worry that the situation will be tense. Moreover, Utami states that using crossword puzzle not only can improve students vocabulary mastery, but also it helps them maintaining the words they already mastered.<sup>55</sup> The crossword puzzle provides the students some activity that enable them to face a new word more than one time. Due to the interesting activity provide by this technique, the students do not feel being forced in doing the task. It is considered as an enjoyable activity.

### **b. Procedure in Teaching Vocabulary through Crossword Puzzle**

According to Pinuria, Harmaini, and Ernati, the constructs some steps of implementing Crossword Puzzle in teaching vocabulary. Here are the steps.

#### **Preteaching activities:**

1. The teacher greets the students.
2. Teacher checks student's attendance.

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<sup>54</sup> Martin C Njoroge, Ruth. W Ndungu, Moses Gatambuki Gathigia. "The Use of Crossword Puzzle as a Vocabulary Learning Strategy: A Case of Engllish as Second Language in Kenyan Secondary Schools". *International Journal of Current Research*. No 5 (2013). 1 – 9.

<sup>55</sup> Yheni Siwi Utami. *Improving Students' Vocabulary Mastery Using Crosswowrd Puzzles for Seventh Grade of SMPN2 Srandakan in The Academic Year of 2013/2014* (Yogyakarta: Yogyakarta State University, 2014) pp 60

3. After teacher finished checking students attendance. The teacher reminds the students about previous subject taught in the last meeting. Because, that activities is one way to make students remember the topic in the last meeting.

### **Whilst-Teaching Activities**

In whilst-teaching activities the teacher instructs and asks the students to do some activities. They are :

1. The teacher ask the students about the crossword puzzle.
2. After the teacher gives an example to the students. The Teacher gives assignments to the students.
3. After the teacher checks the answer of students, the teacher discusses with the students to make a sentence using the adjective like (tall, short, long, red, old and young).

### **Post-Teaching Activities**

Post teaching activities is necessary as the follow up phase on what the students have studied. Here, there are some procedures in post-teaching activities.

They are:

1. The teacher asks the students about the crossword puzzle.
2. The last, teacher gives homework to the students.

Those are the steps in teaching vocabulary through crossword puzzle.<sup>56</sup>

**c. Advantages and Disadvantages of Crossword Puzzle.**

According to Franklin, Peat, and Lewis as quoted in Pinuria, Harmaini, and Ernati, there are advantages and disadvantages of using crossword puzzle in learning vocabulary.<sup>57</sup>

**1. Advantages of Crossword Puzzle**

1. To make students enjoyable to study vocabulary.
2. To increase students ability in learning vocabulary.
3. To make students understand the meaning of words.

**2. The disadvantages of using Crossword Puzzle**

1. Constructing crossword puzzle may become, for students, frustrating and time consuming because the students often have trouble matching up the squares.
2. The teacher should be aware that crossword puzzles do not become busy work. The teacher should like the use of all educational games, have some purposes in mind, even if the purpose is fun. So it needs long time for some students to finish it.

Regarding to the explanation of the advantages and the disadvantages of implementing the crossword puzzle in teaching vocabulary, it could be concluded that

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<sup>56</sup> Ernati, Fitrina Harmaini, Yoni Pinuria. *Teaching Vocabulary by Using Crossword Puzzle*. (Jakarta: Bung Hatta University.No 3, (2014). 1 – 13)

<sup>57</sup> Ernati, Fitrina Harmaini, Yoni Pinuria. *Teaching Vocabulary by Using Crossword Puzzle*. (Jakarta: Bung Hatta University.No 3, (2014). 1 – 13)



the teaching learning will run easily and smooth yet, the students mastery of the vocabulary level is only about knowing without having any understanding to produce it out. Therefore, the teaching learning of crossword puzzle in teaching vocabulary is not effective enough.

### **B. Theoretical Assumption**

In language, communication is the main topic in learning a language. To be able to communicate, one should understand the language which they should deliver and understand the message delivered by the speaker. In this way, understanding the message means that listener needs to be capable enough to understand the linguistic structures or forms. On the other words, the language structure or grammar is play important role to be able to understand and deliver the message. Therefore in Indonesia as the foreign language setting, the teaching grammar is being the key control in daily teaching learning activities. Yet, some might disagree to this position. Before we understand the grammar or the structure itself, the very fundamental thing to be understood or master first is vocabulary. Since, even with less understanding of language structure we are able to deliver and understand a message, although it is in a chunk of phrase or sentence. But, within the limited vocabulary, one may face difficulties to understand or even to deliver the message. Therefore the teaching vocabulary is important and may need attention.

The very problem faced by students in learning vocabularies is how to use and know the meaning. Probably for students, the activities of learning vocabulary they get is only remembering and using it and find the match or the answer regarding to

the target words. Memorizing is likely to be the most favorite technique for teacher to teach the vocabulary, yet the teacher probably forget to explain how to use it so it is easily rid of the students understanding. This could be happened because the activities only emphasize on memorizing and remembering but there is no meaningful action to use it. On the other words, the learners need to be exposure by the meaningful activity in order to implement the target words which have been obtained by them to save it in long-term memory. In short, mnemonic technique has the concepts which are needed in teaching vocabulary. Since most experts argues that the memorizing is effective technique. The mnemonic serve the activities by not only invite students to memorize the target words but also serve the students with linking activities where the students will linking them with their background knowledge which will make them easier to understand the target words and also the last stage, the students are required to connect the linked words into a simple short story in which they will be understand not only the meaning but also know how to use it. Therefore the implementation of mnemonics is able to improve students' vocabulary mastery.

### **C. Hypothesis**

Ha : The implementing of Mnemonic Technique is effective in teaching students' vocabulary mastery in to the junior high school students at SMPN 2 Baradatu, Way Kanan.

Ho :The implementing of Mnemonic Technique is not effective in teaching students' vocabulary.mastery in to the junior high school students at SMPN 2 Baradatu, Way Kanan.

With the criteria of acceptance or rejectiob if hypothesis are:

Ha is accepted if  $\text{Sig} < \alpha$  (0.05)

Ho is accepted if  $\text{Sig} > \alpha$  (0.05)



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